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ABSTRACT

Guidelines to help colleges and universities encourage equality and diversity within a framework of quality are presented. Recommendations are offered concerning: institutional leadership in promoting equal opportunity; effective recruitment, advancement, and support of personnel, especially of women, minorities, and disabled persons; the development and evaluation of teaching, scholarly activities, and curricular development; and diversity in student programs and campus. Ways in which leaders can promote equal opportunity include: designating the person responsible for institution-wide programs promoting equity and providing this individual access to top-level administrators. Successful efforts for recruiting previously underrepresented groups include: recruiting on the basis of departmental needs for excellence and diversity and developing job descriptions that include only job-related qualifications. The importance of constructive grievance procedures, support systems for promotion and tenure, and a fair and equitable compensation process is also addressed. Also covered are ways to promote campus life for students and effective approaches to include new scholarship on ethnic and women's studies in the college curricula. Resource offices and publications are also listed. (SW)

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Self-Regulation Initiatives: Guidelines for Colleges and Universities

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Statement on Educational Diversity, Equality, and Quality

As the decade advances, so does the diversity of our society and the need for our institutions to reflect this diversity and to provide leadership opportunities for all constituencies. There is no better time than now for American colleges and universities to reaffirm their commitment to nondiscrimination, to equality of opportunity and treatment, and to a leadership role in achieving equality and diversity, thereby enhancing the quality of the educational experiences of all.

Most institutions are now at a critical stage in the development of equality and diversity within the framework of a renewed emphasis on educational quality. The legal commands of nondiscrimination, while of continuing importance, are a minimum standard. If the goals of educational diversity and equality are to be achieved, then colleges and universities must implement measures to assure truly integrated governing boards, faculties, staffs and student bodies within which minorities, women, and disabled persons are able to enjoy full and equal participation in all aspects of institutional life.

Every institution of higher education, public and private, is, therefore, urged to assume a special measure of responsibility for fostering and encouraging equality and diversity within a framework of quality. To do so will require a redoubling of effort, a renewed commitment to the principles and practice of civil rights, a willingness to expend needed resources, a sensitivity to the requirements of individual circumstances, and unusual administrative leadership and follow-through. It will also require of each college or university:

- A visible, personal commitment from its academic leaders to the spirit as well as to the letter of the requirements of equal opportunity;
- Taking steps to assure effective recruitment, advancement, and support of all personnel, especially of women, minorities, and disabled persons;
- Demonstrating sensitivity and imagination in the development and evaluation of teaching, scholarly activity and curricular development; and
- Assuring respect for diversity in student programs and campus life.

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This statement is one in a series of policy guidelines developed to help higher education respond to issues by means of voluntary self-regulation. The Office on Self-Regulation Initiatives, a program of the American Council on Education, works cooperatively with representative associations and institutional leaders in identifying issues on which self-regulation is needed, formulating responses to those issues, and distributing the resulting guidelines and recommendations.

College and university administrators are urged to review the guidelines as a basis for considering changes in existing institutional policies. Each statement is developed through a process of wide review among representatives of different types of institutions and professional responsibilities in higher education. They are intended to summarize general principles of good practice that can be adapted to the specific circumstances of each college and university.

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For further information, contact John B. Bennett, Director, Office on Self-Regulation Initiatives. Additional copies of this statement may be obtained upon request to the office. Please include a self-addressed, stamped envelope.

Exemplary Practices

The four lists of exemplary practices which follow indicate specific ways that colleges and universities have effectively promoted the goals of educational diversity, equality, and quality.

• Institutional Leadership

The difference between perfunctory fulfillment of legal requirements and the exercise of genuine leadership in support of equality is easily discernible. Changes in institutional policies and practices which discriminate against women, minorities and handicapped persons, therefore, will be made more quickly and easily where there is clear, precise, and positive support to that end from institutional leaders. Indeed, the visible personal commitment of institutional leaders may well be the single most important factor in insuring equal opportunity in our educational institutions.

There are many ways in which leaders can demonstrate this commitment, including the following things some leaders have found it helpful to do:

1. Communicate through public speeches, institutional policies and practices, and personal behavior that

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people are to be viewed, treated, and evaluated as individuals, not sterotyped by various group characteristics.
2. Hold all personnel accountable for policies and procedures that insure fair and equitable treatment of everyone. Emphasize this responsibility in the performance evaluations of all administrators.
3. Designate a locus of responsibility for institution-wide programs promoting equity and provide the person assuming it direct access to all other top-level administrators.
4. Recognize individuals and institutional organizational units for exceptional progress toward equity in the same ways that outstanding performance otherwise is recognized.
5. Monitor closely the effectiveness of hiring practices, student programs, employment grievance procedures, salary equity review, and all other equity-related procedures.
6. Review the composition, policies and operation of campus committees on a regular basis.
7. For all high-level positions, seek out personal contacts with new sources of potential candidates, especially minority, women and handicapped networks, and ask trusted colleagues and friends for recommedations. Return to search committees recommendations that do not reflect institutional objectives to increase diversity among staff.
8. Attend meetings that focus on the concerns of minorities, women and handicapped persons in order to update personal knowledge and skills relevant to equity issues. Encourage others to do the same.
9. Publish an annual report on progress in regard to equal opportunity in all aspects of the institution and discuss this report with the institutional governing board.

• Personnel Access and Advancement

Continued efforts toward increased access must be combined with the development of equitable policies for advancement within the institution. Moreover, it must not be forgotten that, if seniority is the only criterion operative in retrenchment decisions, recent equity gains will be lost and the values of diversity imperiled.

Access

Administrative and faculty programs successful in recruiting previously underrepresented groups have included a number of helpful actions, including the following:

1. Recruiting on the basis of departmental needs for excellence and diversity.
2. Employing professional networks in the recruitment of minorities, women, and handicapped persons. Colleagues should be asked for their recommendations as well as the organizations that are especially involved with the achievement of underrepresented groups.
3. Building and supporting programs to encourage interaction among various networks of professionals, e.g., encouraging minorities, women and disabled people to be active in professional associations, present papers, attend conferences, and engage in other professional activities likely to increase their visibility and broaden their professional contacts.
4. Encouraging activities designed to help people learn more about issues related to the advancement of underrepresented groups.
5. Developing job descriptions that include only *job-related* qualifications.
6. Considering all candidates—especially handicapped, minority, and women candidates—on the basis of their potential as well as their proven records.

Advancement

To ensure effective support systems for promotion and tenure, constructive grievance procedures, salary equity, and retrenchment policies that meet the goals of excellence and diversity, many institutions have found it helpful to:

1. Develop mechanisms that provide guidance for and feedback to individuals as they move toward promotion opportunities, e.g., using a peer review process to provide annual feedback to faculty on competencies needing strengthening for purposes of tenure and promotion.
2. Encourage persons from underrepresented groups in their teaching and research efforts, assist them in selecting appropriate institutional committees on which to serve (recognizing that they are often exploited in this area) as well as in obtaining valued committee assignments, and make certain they are included in the informal support structures of departments or divisions.
3. Recognize that when institutions expect faculty to render service to the community, such service should be appropriately considered and credited in the promotion and tenure review process.
4. Establish an on-going process that assures fair and equitable compensation for all faculty, administrators and staff. All criteria should be carefully constructed and reviewed for possible bias, and a system of regular review of salaries implemented.
5. Develop effective grievance procedures to address all aspects of employment, including the work environment and such matters as sexual harrassment, compensation, teaching and administrative loads, employer relations, and other issues of employment.

• Academic Programs

For decades, institutions of higher education have successfully responded to a variety of economic, political and social values. But, there continues to be resistance to the value inherent in the reality that our knowledge base is diminished whenever the histories and contributions of once-excluded groups are ignored. Efforts must continue, therefore, to broaden recognized areas of scholarship in order to increase our understanding of the full range of human accomplishment. To that end, many colleges and universities are mounting extensive efforts to include new scholarship on ethnic and women's studies throughout their curricula, often without the necessity of additional funding.

A number of approaches have proven effective on campuses where faculty and administrators have successfully explored new curricular directions. These approaches include:

1. Encouraging discussion and study among faculty about new scholarship on minorities and women by means of seminars given by scholars already on campus or by scholars from other campuses.
2. Recognizing faculty who revise their courses to include new information, theories and concepts in the scholarship of ethnic and women's studies.

3. Promoting in departmental and campus review committees the legitimacy of scholarship in ethnic and women's studies.
4. Encouraging faculty to attend seminars in these new areas of scholarship, to create entirely new courses integrating the concepts and theories emerging from the new scholarship, and to explore team-teaching as a way to address sex role stereotyping in the classroom.
5. Reassessing methods of measuring progress for students whose disabilities preclude traditional testing formats and consideration of such alternative testing procedures as: providing appropriate time and space for visually impaired students to listen to a tape-recorded exam and type the responses; providing a proctor/aide to manipulate test materials and mark multiple choice answers; arranging for mobility-impaired students to tape-record responses; and providing an interpreter/aide to assist hearing impaired and/or speech impaired students to participate in class discussions. In this regard, it has been found that campus services coordinators who work with handicapped students are a fertile source of assistance in making accurate, equitable, and consistent adaptations in testing procedures.

- **Student Programs and Campus Life**

A critical measure of educational quality is the extent to which an institution really helps students to develop the need to know, pursue truth, integrate new knowledge in their lives, and then to use it to ask new and better questions. Such a measure of institutional success involves the total campus—from the classroom, the living environment, and the student center to the playing fields. And, it is in these areas that some of the most subtle as well as the most overt vestiges of narrowness of mind and spirit can occur. Student life administrators have found it helpful to do the following as one means of seriously addressing that problem:

1. Institute regular reviews of the quality of campus life via open hearings, interviews with student groups and randomly selected students, and written evaluations from interested students.
2. Develop grievance procedures that effectively allow students to explore such concerns as inequitable treatment, sexual harrassment, and overt or subtle references in the classroom to inferiority.
3. Develop integrated support services that include counseling, faculty advising, remedial tutoring, special services for disabled persons, and honors programs.
4. Promote the educational value of cultural, ethnic and racial diversity within the student body, e.g., by insuring that recruitment and admissions policies and retention programs reflect such an institutional commitment.
5. Ensure that the needs of non-traditional students are met, particularly in regard to health services, academic support services, and availability of classes.
6. Recognize and support offices and individuals who serve as resource persons and advocates for underrepresented students.
7. Utilize available resource materials to help faculty and staff better understand how they may inadvertently contribute to perceptions of racism and sexism in the classroom and elsewhere on campus.
8. Create a variety of cultural and social opportunities for students, faculty, administrators and support staff to heighten the awareness of each to diverse campus groups and to develop strategies for effecting positive interaction among them.
9. Review all extracurricular programming, awards, and organizations to make certain that the needs of a diverse student body are being met.
10. Announce campus events in various modes (print and nonprint) and in a variety of places to assure that all students have access to the information.

Conclusion

Those affiliated with colleges and universities bear a special burden of responsibility to promote and ensure equal access to educational opportunity. Failure to do so diminishes the academic enterprise, lessens the effective and intellectual advantages gained from the mutual exchange of ideas and information, and weakens rather than strengthens the possibility of achieving a broader social stability.

For that reason, the ACE Offices of Minority Concerns, Women in Higher Education, Higher Education and the Handicapped, and Self-Regulation Initiatives have jointly constructed this statement and are promulgating it to all institutions, relevant state and national agencies, and all associations serving higher education in the hope that it will be a useful addition to the arsenal of institutional tools available to promote educational diversity, equality and quality.

Resources

The offices and publications listed below should be helpful in discussing and implementing the activities and principles suggested in the Guidelines.

Higher Education and the Handicapped—HEATH Resource Center is the national clearinghouse on postsecondary education and handicapped individuals. HEATH provides technical assistance to college and university administrators about making their campus accessible both physically and programmatically to disabled persons. Phone (202) 833-4707.

Cost Effective Ideas for Serving Disabled Students on Campus, Rhona C. Hartman, Susan B. Forman. Single copies are available at no cost from HEATH Resource Center, American Council on Education, One Dupont Circle, Washington,DC 20036.

Measuring Student Progress in the Classroom, Rhona C. Hartman, Martha Ross Redden. Single copies are available at no cost from HEATH Resource Center, American Council on Education, One Dupont Circle, Washington, DC 20036.

Assuring Access for the Handicapped, Martha Ross Redden, Guest Editor, New Directions for Higher Education, Number 25, 1979. Single copies available for $6.95 (prepaid) from Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco 94104.

Adapting Campus Structures for Accessibility, Margaret Milner (and a number of other publications about accessible campus facilities). Order information available from Association of Physical Plant Administrators, 1446 Duke Street, Alexandria, VA 22314.

Office of Minority Concerns (OMC) serves to promote the interests of racial/ethnic minority women and men throughout ACE and in all of higher education. Phone (202) 833-4692.

Minorities in Higher Education, Third Annual Status Report 1984, Reginald Wilson and Sarah E. Melendez. ACE

Demographic Imperatives: Implications for Educational Policy, Report, 1983 Forum on "The Demographics of Changing Ethnic Populations and their Implications for Elementary—Secondary and Postsecondary Educational Policy." ACE.

Office of Women in Higher Education (OWHE) addresses equity issues for women, minority/majority, at ACE and in higher education and provides leadership for the National Indentification Program for the Advancement of Women in Higher Education Administration (ACE/NIP) (202) 833-4692.

Institutional Self-Evaluation: The Title IX Requirement, Emily Taylor and Donna Shavlik, ACE, 1975, ERIC Document #ED 122-714

Title IX: Focus on Student Personnel Services, E. Taylor and D. Shavlik, 1977.

Putting Principle into Practice: Guidelines for Higher Education Administrators in Implementing Title IX, D. Shavlik and J. Touchton, 1977, ACE/OWHE.

"Challenging the Assumptions of Leadership: Men and Women of the Academy," D. Shavlik and Judy Touchton, *New Directions for Higher Education*, No. 22, Jossey-Bass, Inc., 1978.

Association of American Colleges (AAC), 1818 R Street, NW, Washington, DC 20009. Project on the Status and Education of Women (PSEW) is concerned with equity for women in higher education and provides information to women and to colleges and universities regarding the status of academic women. (202) 387-1300.

On Campus with Women, quarterly newsletter with timely news, statistics, and resources on equity issues, AAC/PSEW.

The Classroom Climate: A Chilly One for Women, Roberta Hall and Bernice R. Sandler, 1982. AAC/PSEW.

Sexual Harassment: A Hidden Issue, AAC/PSEW, June, 1978.

Resource Directory: Organizations and Publications that Promote Sex Equity in Postsecondary Education, AAC/PSEW, 1982.

Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead, Roberta M. Hall and Bernice R. Sandler, AAC/PSEW, 1983.

Institutional Self-Study Guide on Sex Equity for Postsecondary Educational Institutions, principal author Karen Bogart, developed at the American Institutes for Research, Washington, DC, 1981. Distributed by AAC/PSEW.

Toward Equity: An Action Manual for Women in Academe, Karen Bogart 1981. Distributed by AAC/PSEW.

"The New Scholarship on Women," *Forum for Liberal Education*, April, 1984, AAC.

Additional Resources

Higher Education Salary Evaluation Kit, American Association of University Professors, Suite 500, 1012 14th Street, NW, Washington, DC 20005, (202) 737-5900. Provides method and process for campus salary equity review.

Leaders in Transition—A National Study of Higher Education Administrators, Kathryn M. Moore, et.al. The Center for the Study of Higher Education, The Pennsylvania State University, University Park, PA 16802. Provides data on demographics, preparation, career paths and attitudes of administrators in higher education.

Manpower Comments and Professional Women and Minorities: A Manpower Resource Service, Betty M. Vettes and Eleanor L. Babco, Scientific Manpower Commission, 1776 Massachusetts Avenue NW, Washington, DC 20036 (202) 223-6995. Provides data and other information on availability of women and minorities in all scientific fields. Major resource for academic planning.

Seeing and Evaluating People, F. Geis, M. Carter, D. Butler, 1982, The University of Delaware, Office of Women's Affairs, Newark, DE 19711. Provides research and insights on perceptual bias and how it operates in decision-making. Useful for all deliberative bodies, especially search committees and promotion and tenure committees.

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